

CTE Standards Unpacking
Introduction to Human Services

Course: Introduction to Human Services

Course Description: Introduction to Human Services focuses on the pathways and careers in the Human Services cluster. The course allows students to identify and compare their personal attributes with careers in this cluster. It will also explore the professional behaviors, skills and abilities necessary for human services careers.

Career Cluster: Human Services

Prerequisites: None

Program of Study Application: Introduction to Human Services is a cluster course in the Human Services career cluster. A student would participate in a foundation course prior to participation in this course. Introduction to Human Services prepares a student to participate in pathway courses in any of the Human Services pathways: consumer services, personal care services, family and community services/mental health services, or early childhood development and services.

INDICATOR #IHS 1: Explore personal attributes for a career in Human Services.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Describe personal values, interests, and personalities.		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Identify personal abilities, learning styles and skills.		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Compare personal attributes to those needed for careers in Human Services.		
Knowledge (Factual): -Personal career and self-awareness assessment terms such as: <ul style="list-style-type: none"> • values • goals • interests • aptitudes • attributes • learning styles -Effects of personal attributes on Human Services career choices	Understand (Conceptual): -It is important to select a career that capitalizes on your personal skills, abilities, and interests. -Particular attributes are beneficial to success in Human Services careers.	Do (Application): -Complete personal exploration tools (learning styles, aptitudes, personal interest inventory, etc.) -Investigate how personal attributes relate to Human Services careers.

Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Define values, personal interests, aptitudes, learning styles, etc. • Identify the attributes necessary for career success in Human Services careers. • Match career interests to personal aptitudes and values. • Determine how personal strengths, weaknesses, and talents relate to Human Services careers. 	
Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): <p>The Performance Task suggestions at right integrate one or more of the following ELA standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.1 Cite strong, relevant evidence</p> <p>ELA Writings Standards: 9-12.W.6 Use technology to produce and publish; 9-12.W.10 Write routinely to research, reflect, and revise</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	Sample Performance Task Aligned to the Academic Standard(s): <p>-Complete the SDMyLife Units of Matchmaker, My Skills, Learning Styles Inventory, Ability Profiler, etc. Compile your results in a reflective paragraph. (9-12.RI.1, 9-12.W.10)</p> <p>-Complete the FCCLA STAR Event Career Investigation (Self-Assessment). Compile your results into a portfolio/presentation. (9-12.RI.1, 9-12.W.6, 9-12.W.10, 9-12.SL.4)</p> <p>-Create an All About Me Product(Prezi, PowerPoint, video, poster, infographic, essay, etc.) (9-12.W.6, 9-12.SL.4)</p> <p>-Write a reflection that explains how the personal assessments link to careers in Human Services. (9-12.RI.1, 9-12.W.10)</p>

INDICATOR #IHS 2: Investigate careers in Human Services.
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify the Human Service Pathways.
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Examine current social issues and support agencies related to each of the Human Service pathways.

<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -There are 5 Human Services pathways: Early Childhood Development & Services Family & Community Services/Mental Health Services Personal Care Services Consumer Services -Human Services support agencies and the services they provide, not limited to: <ul style="list-style-type: none"> ● Lutheran Social Services ● Head Start ● LifeScape ● Sanford Child Services ● Interlakes Community Action Partnership ● Children's Home Society ● Bureau of Indian Affairs ● Social Services Dept. ● Vocational Rehabilitation ● Children's Inn -Career aspects to explore: <ul style="list-style-type: none"> ● pay ● industry demand ● job descriptions ● working conditions ● education needed ● skills needed ● related careers 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -There are multiple career pathways in the Human Services Career Cluster -Careers are influenced by the societal needs and demands. -There are federal, state, and local agencies that are designed to help support individuals and families. -There is a high demand for jobs in the Human Services career cluster. -Factors such as pay and educational requirements may vary greatly within the Human Service Cluster. -Career professionals in Human Services find success and satisfaction in helping others. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Use career explorations tools such as SDMyLife. -Outline the goals and missions of Human Services support agencies. -Connect family needs to specific support systems. -Tour local agencies, and engage with guest speakers either in person or through media. -Discuss how agencies meet societal needs.
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<p>-Social issues such as:</p> <ul style="list-style-type: none"> ● poverty ● child abuse ● affordable housing ● affordable and quality daycare ● caregiving across the lifespan 		
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Analyze career opportunities and components in the Human Services Career Cluster and Pathways. • Explore job functions, occupational trends, and career pathways within the Human Services Career Cluster. • Assess access to human services that meet societal needs. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following ELA standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.1 Cite strong, relevant evidence</p> <p>ELA Writings Standards: 9-12.W.4 Produce clear and coherent writing...appropriate for the task; 9-12.W.6 Use technology to produce and publish</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Students will create a movie trailer about a Human Service career. (9-12.RI.1, 9-12.W.6, 9-12.SL.4)</p> <p>-Create a billboard that outlines a pathway. (9-12.RI.1, 9-12.W.4, 9-12.W.6, 9-12.SL.4)</p> <p>-Create a public service announcement about a career in human services. (9-12.RI.1, 9-12.W.4, 9-12.W.6, 9-12.SL.4)</p> <p>-Design a service organization photo book. (9-12.RI.1, 9-12.W.4, 9-12.W.6, 9-12.SL.4)</p> <p>-Design and propose a new agency to meet the needs of a local societal issue. (9-12.W.4, 9-12.W.6, 9-12.SL.4)</p>	

INDICATOR #IHS 3: Examine professional behaviors, skills and abilities necessary in Human Service careers.

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Summarize ethical, legal and safety issues in Human Services.

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Demonstrate effective management skills.

SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Analyze the importance of a professional image and professional behavior.

SUB-INDICATOR 3.4 (Webb Level: 2 Skill/Concept): Demonstrate effective communication and conflict resolution strategies.

<p>Knowledge (Factual):</p> <p>-Professional Behavior/Effective Communication Skills such as:</p> <ul style="list-style-type: none"> • Confidentiality • HIPPA • Anger Management and Conflict Resolution • Management Process • Hygiene and Grooming • Appropriate Use of Social Media <p>-Management Skills such as:</p> <ul style="list-style-type: none"> • Time Management • Organization • Appropriate Use of Resources • Stress Management 	<p>Understand (Conceptual):</p> <p>-Human services professionals abide by all ethical, legal, and safety standards.</p> <p>-Human services professionals effectively manage their time, resources, environment, and self.</p> <p>-Human service professionals practice appropriate interpersonal relationship skills.</p>	<p>Do (Application):</p> <p>-Role play various professional behaviors</p> <p>-Interact with guest speakers either in person or through media.</p> <p>-Class or small group activity: compare and contrast different professional code of ethics</p> <p>-Observe appropriate behavior of human services professionals.</p>
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Benchmarks:

Students will be assessed on their ability to:

- Distinguish ethical from unethical behavior in personal and professional context.
- Use management skill concepts to solve non-routine problems within the workplace.
- Evaluate dress and behavior in a professional setting.
- Demonstrate conflict management and resolution skills in the workplace.

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>The Performance Task suggestions at right integrate one or more of the following ELA standards:</p> <p>ELA Reading Informational Text Standard: 9-12.RI.8 Evaluate an argument...assessing whether the reasoning is valid</p> <p>ELA Writings Standards: 9-12.W.1 Write arguments to support claims <i>OR</i> 9-12.W.2 Write informative/explanatory texts to examine and convey complex ideas; 9-12.W.6 Use technology to produce and publish</p> <p>ELA Speaking and Listening Standard: 9-12.SL.4 Present information, findings, and supporting evidence</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Compose a personal code of ethics that pertain to a career in the human services field. (9-12.RI.8, 9-12.W.2, 9-12.W.6, 9-12.SL.4)</p> <p>-Given a scenario, write a script and/or role play to demonstrate effective ways to manage conflict. (9-12.RI.8, 9-12.W.2, 9-12.W.6, 9-12.SL.4)</p> <p>-Create an infographic portraying different ways to solve conflict. (9-12.RI.8, 9-12.W.2, 9-12.W.6, 9-12.SL.4)</p> <p>-Create a visual display of appropriate dress. (9-12.RI.8, 9-12.W.1, 9-12.W.6, 9-12.SL.4)</p> <p>-Analyze the management process, apply it to a situation, and develop tips for effective management. (9-12.RI.8, 9-12.W.1, 9-12.W.6, 9-12.SL.4)</p>

Additional Resources

- Human Services Career Cluster <https://careertech.org/human-services>
- Occupational Outlook Handbook <https://www.bls.gov/ooh/>
- United Way- <http://www.seuw.org/>
- SDMyLife - <http://sdmylife.com/>
- South Dakota Department of Social Services weblink - <https://dss.sd.gov>
- InterLakes Community Action Network - <http://www.interlakescap.com>
- Help Line Center - www.helplinecenter.org/
- Teaching Tolerance-www.tolerance.org
- Lutheran Social Services - <http://www.lsssd.org/>
- South Dakota Department of Labor - <http://dlr.sd.gov/>
- Children's Home Society of South Dakota-
<http://www.chssd.org/Childrens Home Society/Childrens Home Society Current Openings New.asp>
- Children's Inn- <http://www.chssd.org/ChildrensInn/Index.htm>

- Personal Exploration tools
 - <https://www.16personalities.com/free-personality-test>
 - https://www.colorcode.com/choose_personality_test/
 - <http://typelogic.com/> (Free Meyers Briggs Personality Test)
 - https://dlr.sd.gov/lmic/menu_sdcis.aspx (South Dakota Career Interest Survey)
- Conflict Management Toolkit -
https://uhr.rutgers.edu/sites/default/files/userfiles/RU_ToolKit-Managing_Conflict.pdf